

Beginning with Fiction

Lesson Preparation

Daily Lesson 4	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A		E1.2A E1.Fig19B E1.26A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. — Why is it important to continue to increase your vocabulary? 		<ul style="list-style-type: none"> Understanding connections between literary elements facilitates the reader's ability to make meaning of text. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. — How does reflecting on genre and theme in literature help us to have a greater understanding of the world around us? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Word origin Prefix Suffix 		<ul style="list-style-type: none"> Genre Theme 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Note card (6) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Fictional text (class set) Chart paper (if applicable) 	
Attachments and Resources			<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 01 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Each student will need a Vocabulary Notebook. Designate a space for a Word Wall, including prefixes, root words, and suffixes in three separate columns. Select 6 words that have a Latin or Greek root word from a textbook, a text from the Reading or other resources, such as college readiness word lists. Identify common prefixes and suffixes that may be added to the words. Write each word on an index card. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select a novel or short story to read with students. If you select a novel, plan to use a novel with nonlinear plot structure for Daily Lessons 4-12. If you decide to select short stories instead, you will need one short story for Daily Lessons 4-8 and a second one for Daily Lessons 9-12. Prepare accordingly. Prepare to brainstorm items which are usually categorized into genres with students, including music, movies, books, etc. Create Anchor Chart: Universal Themes. 	

Daily Lesson 4	WORD STUDY	READING
		<p>5. Refer to Teacher Resource: English1 Unit 01 Writing Appetizer prepare to use Writing Appetizer #2 for this Instructional Routine. Students will develop their own themes based on a quotation and photograph stimulus. Prepare to help some students brainstorm as needed.</p>
Background Information	<p>Academic English words</p> <ol style="list-style-type: none"> 1) words used in the learning of academic subject matter in formal educational context that are associated with literacy and academic achievement, including specific academic terms, technical language, and speech registers related to each field of study 2) words used during instruction and exams, and in textbooks <p>These could include words that are specific to content (e.g., hyperbole, metaphor, and meter) or that are related to learning tasks (e.g., compare/contrast, differentiate, and infer).</p> <p>Affix - a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning (e.g., the prefix <i>un-</i> and the suffix <i>-able</i> in <i>unbelievable</i>)</p> <p>Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words simply by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of words in linguistic and non-linguistic ways.</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple entries that demonstrate knowledge of new words, their meanings, and origins."</i></p>	<p>Genre - the type or class of a work, usually categorized by form, technique, or content. Some examples of literary genres are epic, tragedy, comedy, poetry, novel, short story, and creative nonfiction.</p> <p>Theme - the central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Themes are ideas or concepts that relate to morals and values and speak to the human experience.</p>
Teacher Notes	<p>In middle school, students learned and practiced using common prefixes, root words, and suffixes to determine the meaning of unknown words. Students continue to hone these skills in high school as the level of complexity in texts increases.</p> <p>In this Instructional Routine, students use a graphic organizer to learn new words and their origins. Encourage students to use this organizer as they encounter new words in their Independent Reading.</p>	

Instructional Routines

Daily Lesson 4	WORD STUDY	READING
Duration and Objective	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students determine the meaning of technical words and their origins.</p>	<p>Suggested Duration: 30-35 min.</p> <p><u>Content Objective:</u> Students apply knowledge of genre and theme.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Instruct students to create a Vocabulary Notebook. This notebook will contain multiple entries, demonstrating knowledge of new words, their meanings, and origins. 2. Ask: What types of activities help improve your vocabulary? Discuss responses. <i>Students should know that one of the best ways to build their vocabularies is reading.</i> 3. Introduce a strategy students can use to help them remember the meanings of unknown or new words. Begin with a quick review of word parts, using the class Word Wall as a reference. 4. Ask: What is a prefix? What is a suffix? Why are most of our words rooted in Latin or Greek terms? Discuss responses. Instruct students to record notes as needed in the Vocabulary Notebook. 5. Select one of the words to model for students. Add the word to the class Word Wall. 6. Draw a square on the board with a “t” in the middle so that there are four equal-sized boxes. 7. In the top left quadrant, write the word along with a number on a scale of 1-5 that represents how well you know the word. 8. If necessary, locate the word in the dictionary and Think Aloud to determine an easy way to remember what the word means. 9. In the top right quadrant, write the definition of the word in your own words. Model thinking about the dictionary definition and making the language your own. 	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Ask: What is a genre? Discuss responses and create a class definition students record in the Reader’s Notebook. 3. Lead a class discussion on genre. Ask: What types of items are separated by genre? Books, movies, songs, CDs, etc... How is categorizing by genre helpful? What information must a person know to separate items by genre? Discuss responses as students record information in the Reader’s Notebook and formatively assess student understanding of genre. 4. Ask: What is a theme? Discuss responses and create a class definition students record in the Reader’s Notebook. Remind students have been reflecting on themes during the Writing Appetizer. 5. Lead a class discussion on theme. Ask: Does every fictional text have a theme? Why do you think that? Does everyone have to glean the same theme from a book? Why would two people reading the same novel find different themes in it? Discuss responses. 6. Ask: What is a universal theme? Discuss responses. Share examples from pop culture while listing on Anchor Chart: Universal Themes. 7. Brainstorm a list of fictional texts read in 8th Grade. Add the universal themes to the Anchor Chart. 8. Ask: What is the difference between a genre and a theme? Clarify any misconceptions if necessary. Ask: How does the genre shape the theme of a work? Use examples from pop culture to

Daily Lesson 4	WORD STUDY	READING
	<p>10. In the bottom left quadrant, include the following information as applicable:</p> <ul style="list-style-type: none"> • Origination of word • Root word • Prefix • Suffix <p>11. In the bottom right quadrant, draw a visual representation that will help you remember the word.</p>	<p>help illustrate. For example, themes of country music are different from those found in rap music.</p> <p>9. Introduce the class text students will be reading over the next few days. Identify the genre of the text and provide background information as applicable.</p>
Learning Applications	<p>1. Place students in small groups and distribute one note card per group.</p> <p>2. Students draw the four boxes on a blank sheet in the Vocabulary Notebook and complete the organizer for the assigned word.</p>	<p>1. In Collaborative Groups students choose an example work from a genre (music, movies, books, etc), determine the universal theme, and support ideas with textual evidence.</p> <p>2. Students engage in Independent Reading as time permits.</p>
Closure	<p>1. Students share their words along with the information discussed in groups. Add words to the class Word Wall.</p> <p>2. Ask: Why is it important to continue to increase your vocabulary? Discuss responses.</p>	<p>1. Each group shares their example with the class. Add examples to Anchor Chart: Universal Themes as appropriate.</p> <p>2. Ask: How does reflecting on genre and theme in literature help us to have a greater understanding of the world around us? Discuss responses.</p>